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ABSTRACT

The manual is intended to provide basic objectives and teaching strategies for teachers of handicapped children at the upper elementary and secondary level in the areas of communication, mathematics, life skills, and study skills. Each subject area is divided into sub-sections under which learning objectives and associated teaching activities are listed. The area of communication skills includes 38 objectives covering reading, writing, listening, and speaking. Forty-four objectives are presented for the following topics in mathematics: number sentences, number system, place value, fractions, decimals, percents, measurement, graphs, metric system, and calculator. Thirty-two objectives are given for life skills (such as using the help wanted classified section of the newspaper, understanding car insurance, and understanding the terms of a lease/rental agreement). Appended are a listing of instructional materials by curriculum area and publishers' names and addresses. Also appended is a continuous progress report form which lists all the objectives and allows recording of the date introduced, date partially achieved, and the date mastered. (DB)

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THE SPECIAL EDUCATION
CORE CURRICULUM MANUAL

Competency Level

* Communication Skills

* Mathematics

* Life Skills

* Study Skills

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SPECIAL EDUCATION

BERGEN COUNTY REGION III



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THE SPECIAL EDUCATION
CORE CURRICULUM MANUAL

Competency Level

- . Communication Skills
- . Mathematics
- . Life Skills
- . Study Skills

1982

Region III Special Education
Northern Valley Schools
162 Knickerbocker Road
Demarest, New Jersey 07627

Leonard Margolis, Director

PREFACE

The Special Education Core Curriculum Manual, Competency Level, is designed to serve as a guideline for teachers and child study teams who have the primary responsibility for the education of handicapped children. The Competency Level is intended to provide objectives related to basic academic subjects at the upper elementary and secondary levels. While other curriculum guides abound in the content areas, this Manual was written in response to the need for a simplified and unified approach that relates to the Individual Educational Programs (IEP) of handicapped students.

The Special Education Curriculum Committee was first organized during the 1975-76 school year. After initial discussion, the committee conducted a regional needs assessment to determine curriculum continuity in special education. The data clearly demonstrated that both special and regular education teachers felt a strong need to develop a framework for providing an effective, continuous program for the handicapped student, who often moves from school district to school district within the region. It was the consensus, that although there are many excellent special education programs within Region III, there still remains a need to ensure a student will receive a continuous, systematic, coordinated education.

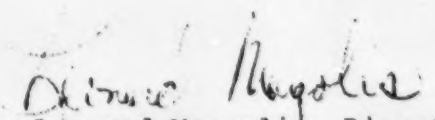
Four sub-committees functioned in completing this level of the Manual: Communication Skills, Mathematics, Life Skills, and Study Skills. The groups examined existing curriculum guides in our own Curriculum Library and the Northeast Educational Improvement Center. Over the last year the committee has refined a sequence of basic core objectives and representative activities in each of the four designated areas.

Throughout the year, nine staff members have served at various times on the committee. Representation has included special education teachers, regular classroom teachers, speech correctionists, and learning disability teacher-consultants.

This Manual and the two which preceded it, serve as a basis for the development of a checklist for reporting continuing progress. This makes it possible for child study team members and special education teachers to ascertain those skills which have been previously mastered by a student and those which are next in the learning continuum.

With the completion of this Manual, the committee's work which was begun in 1975 is now complete.

The success of the Basic and Intermediate Levels over the past several years leads regional staff members to look forward with anticipation to the implementation of the Competency Level. These Manuals serve as a method and means for improving coordination and unification of our special education programs within the region.


Leonard Margolis, Director
Special Education Region III

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INTRODUCTION

For the purposes of organization, the Manual is comprised of four sections: Communication Skills, Mathematics, Life Skills, and Study Skills. There is some overlapping of objectives and activities amongst the sections. While the objectives in each section are listed in a logical order, they are not necessarily hierarchal. The teacher may need to skip or transpose the position of certain objectives. The activities listed are merely some suggestions for implementing the objectives. In some cases the activities are listed from concrete to abstract. Special education teachers can and should utilize their own expertise in selecting techniques and materials for achieving these objectives.

Instructional materials necessary for implementing the activities are found within most special education classrooms. Occasionally, specific materials are mentioned. These are readily available through a number of the larger commercial publishing companies. A sample list of materials and publishers is found in Appendix I. The listing is not a recommendation or endorsement of any product, text, or material, but rather a guide or suggestion in choosing types of educational products needed to implement the Manual's objectives and activities.

Each area is divided into sub-sections. The Table of Contents provides an outline of the content within each area. Appendix II contains the "Continuous Progress Report Form" for charting the educational growth of students in special education classes. Extra copies are available through the Region III Office.

Region III teachers are encouraged to discuss the sequence of activities with each other, especially among those who are responsible for students both below and above the age range of the child's present class. Sequentially presented objectives and sample activities offer a common language for increasing more effective communication.

COMMUNICATION SKILLS

A. READING AND WRITING

OBJECTIVE

ACTIVITY

A1. The student recognizes statements of fact.

1. The teacher explains, demonstrates, and verbalizes observable classroom facts.
e.g. The desk is rectangular.
The windows are made of glass.
There are ___ students in the class.
The student explains why these statements are facts.
2. The teacher prepares a list of factual sentences with missing words. The student fills in the missing words.
e.g. The flag has ___ and ___ stripes.
3. The teacher writes several observable facts on the board, and the student adds factual statements.
4. The teacher explains and verbalizes non-observable facts.
e.g. There are 50 states in the USA.
___ is the Principal of this school.
The New York Yankees are a baseball team.
The student orally supplies non-observable facts.
5. The student writes a list of un-observable facts.

A2. The student recognizes statements of opinion.

1. The teacher explains that an opinion is something that cannot be directly observed or taken at face value, and provides examples.
e.g. The best lunch is pizza.
Things go better with Coke.
Tennis is more fun than baseball.
The student explains why these statements are opinions.
2. The teacher asks questions which require opinion answers.
e.g. Who was the best baseball player this season?
What is the nicest season of the year?
What is your favorite rock group?
The student supplies and supports the opinions.

OBJECTIVE

ACTIVITY

A3. The student discriminates between fact and opinion.

3. The teacher prepares a worksheet with ten opinions on the left side and ten contradictions on the right. The student matches each opinion with its contradiction.
4. The teacher selects an article from a newspaper or magazine. The student reads the article and writes a summary of the opinion expressed.

1. The teacher prepares a list of statements.
e.g. Buicks are economical.
Tall people are good basketball players.
_____ is President of the United States.
The student marks them as fact or opinion.
2. The teacher prepares an imaginary advertisement. The student underlines fact in one color and opinion in the other.
3. The teacher selects an article from a newspaper or magazine and the student identifies an opinion by underlining it, and explains why it represents an opinion.

A4. The student recognizes techniques which influence opinion (propaganda).

1. The teacher explains and illustrates that written material is often utilized to influence opinion.
e.g. Political Campaign Literature
Advertisements
Editorials
The student gives an example of an opinion which may be used to influence others.
2. The student writes a brief persuasive essay putting forth that opinion.
3. The student selects from magazines or newspapers, articles which attempt to influence opinion.
4. The teacher prepares a taped persuasive speech and the student writes a summary of the speaker's opinion.

OBJECTIVE

ACTIVITY

A5. The student varies the rate of reading according to the material.

1. The teacher presents different types of written material.

e.g. T.V. Guide
Tax Form
Comic Strip
Drivers Manual

The student reads the various samples and discusses: the nature of the materials; how the materials differ; and why the materials should be approached differently.

2. The teacher prepares three paragraphs of similar length and content, but varying degrees of difficulty. The student is timed as to how long it takes to read each paragraph.

A6. The student skims written material for the main idea.

1. The teacher selects a paragraph or brief selection, and offers a choice of three titles for the selection. The student chooses the most appropriate title and supports the choice.

2. The teacher brings in newspaper articles with detached headlines. The student matches the headlines to the articles.

3. The student writes headlines for newspaper articles.

A7. The student scans written material for specific details.

1. The teacher prepares a paragraph and a list of details contained in it. The student highlights the details, using a yellow marker.

2. The student reads and simultaneously highlights a paragraph from a magazine or newspaper article.

3. The teacher selects a paragraph and prepares specific questions relating to it. The student highlights the details that answer the questions.

4. The teacher prepares questions relevant to a particular section of a textbook. The student reads the selection and answers the questions.

OBJECTIVE

ACTIVITY

A8. The student expands reading vocabulary.

1. Every day a different student is responsible for bringing in an article or paragraph containing a circled, unfamiliar word. The word is shared with the class and written on the board. The class, using context clues and dictionary skills, defines the word and uses it in oral and written sentences.
2. Using the above "word of the day" definitions, the class develops and maintains a dictionary of new vocabulary words.
3. The teacher prepares a list of underlined unfamiliar words in sentences and their definitions. The student matches the word to the definition. The class discusses how they "guessed" the definitions.
e.g. root words,
context.
4. Pairs of students silently read a selection and underline all the unfamiliar words. They write down guesses as to the words' meanings, then use the dictionary and compare definitions.

A9. The student recognizes simple analogies.

1. The teacher presents pairs of analogous pictures.
e.g. boat and fish,
bird and plane.
The student verbalizes the relationships. The teacher explains simple analogies.
2. The student fills in the missing words of simple analogies.
e.g. A bird flies; a fish _____.

A10. The student recognizes that words represent feelings as well as ideas.

1. The student looks at a picture, expresses what emotion the picture conveys, and describes the picture.
2. The student reads various selections and chooses the appropriate label for the mood of the selection.
e.g. happy,
sad,
angry.

OBJECTIVE

ACTIVITY

A11. The student predicts possible endings for stories.

1. The students, in groups of three, create stories. Student #1 introduces the topic, student #2 expands on the story, and student #3 concludes the story.
2. The teacher presents short written paragraphs with the final sentence omitted. From a choice of final sentences, the student selects the most appropriate.
3. The student reads a comic strip with words omitted from the last panel, and writes in the missing words.

A12. The student recognizes elliptical sentences.

1. The teacher explains that in some sentences, many thoughts are understood rather than expressed.
e.g. How are you? Fine. (I am fine.)
The teacher prepares a dialogue with the elliptical sentence underlined. The student writes the sentence in conventional sentence usage. The reverse procedure is also used, wherein the student writes the elliptical sentence for the underlined conventional sentence.

A13. The student recognizes and uses compound sentences.

1. The teacher explains that some sentences contain two or more complete thoughts. The teacher presents compound sentences and the student underlines the complete thoughts in contrasting colors.
2. The teacher presents two columns of complete thoughts. The student combines the sentence phrases in each column to make compound sentences.

A14. The student demonstrates an understanding of the vocabulary of literature.

catalog	entertainment
brochure	science fiction
fiction	philosophy
non-fiction	theory
biography	articles
autobiography	identify
travel	category
recreation	section

1. The teacher discusses the vocabulary. The student looks up the words in the dictionary and uses each word in a sentence.
2. Using the vocabulary list, the student completes sentences provided by the teacher.
3. The student matches the vocabulary words to the definitions.

OBJECTIVE

ACTIVITY

A15. The student uses the library for recreational reading.

1. The student independently selects and locates a book by a favorite author.
2. The student independently selects and locates a book by its title.
3. The student independently selects and locates a book by its subject.

A16. The student reads the newspaper for information and recreation.

1. Given a newspaper and a list of topics, the student locates the correct page and column.
2. After reading headlines and the picture captions, the student predicts what the article is about.
3. The student reports the score and names the winning and losing teams of a specific sporting event.
4. The student reads the local weather prediction and records the previous day's data (temperature, precipitation).
5. The student chooses a current movie and finds the nearest theatre showing that film.

A17. The student selects the appropriate magazine for information and recreation.

1. The teacher presents a variety of magazines and a list of topics. The student selects the appropriate magazines.
2. Given a multiple magazine subscription form, the student selects three magazines and explains the choice.

A18. The student writes a simple resume.

The teacher presents and discusses sample resumes. The student completes a teacher prepared resume form. The student writes a resume based on the samples and completed form.

OBJECTIVE

ACTIVITY

A19. The student fills out a variety of job applications.

1. Through examination of various job application forms, the teacher familiarizes the student with the language and vocabulary of the applications.

zip code	city
weight	color of eyes
vision	date
part-time	fee
physical defects	signature
previous	education
print	emergency
questions	former employer
reference	hearing
residence	height
sex	hobbies
address	job
application	list in order
blank	maiden name
	social security number

2. The student completes various job application forms and the teacher checks them for accuracy.
3. The student fills out a form with vital employment data and keeps the card accessible.
e.g. social security number,
dates of school attendance,
names and addresses of references.

A20. The student completes various applications.

1. The teacher presents and discusses the following applications:
social security
drivers license and registration
insurance
working papers
tax forms
credit and loan
marriage license
change of address
2. Refer to activities in A19.

OBJECTIVE

ACTIVITY

A21. The student completes various forms.

1. The teacher presents and discusses the following forms:
banking forms
census forms
surveys
order forms
computer grid forms
schedules
time cards.
2. Refer to activities in A19.

A22. The student writes an organized shopping list.

1. The student selects a recipe, and categorizes and lists the ingredients needed to be purchased to prepare it.
2. The student plans a project.
e.g. camping trip,
class trip,
woodworking project.
The student categorizes and lists the items needed to be purchased.

A23. The student writes a business letter in application for a job.

1. Refer to the Special Education Core Curriculum Manual Intermediate Level Section I Written Language Activities 6 and 7.
2. The teacher presents and discusses sample business letters in application for jobs.
3. The student selects an employment ad from the classified section of the newspaper and writes a letter of job application. The teacher evaluates the letter.

A24. The student writes accurate phone messages.

1. The teacher elicits from the student what pertinent information is needed when taking a telephone message.
e.g. callers name,
telephone number,
date,
time of call,
purpose of call,
name of person taking message.
2. The teacher prepares tape recordings of telephone conversations and the student writes the messages.

OBJECTIVE

ACTIVITY

A25. The student writes a bill of sale.

1. The teacher explains and illustrates what information is included in a bill of sale.

e.g. buyer,
seller,
date of sale,
price,
terms,
conditions.

2. Using the Articles for Sale classified section of the newspaper, the student selects an item and prepares an appropriate bill of sale.

B. LISTENING AND SPEAKING

B1. The student summarizes essential points of broadcast information.

1. The student presents an oral summary of a news broadcast, movie, or announcement.

2. After the morning announcements on the public address system, the student writes a summary of the information.
e.g. date and time of a game,
club news and meeting,
cancellation of an activity.

B2. The student infers or predicts outcomes from aural environmental cues.

The teacher leads a discussion presenting situations in an open-ended format. The student predicts outcomes.

e.g. You're in the school parking lot and you hear: screeching car brakes, screaming or glass breaking.

B3. The student relays aural messages accurately.

1. The teacher gives directions to the student on how to change a bicycle tire. The student changes the bicycle tire correctly.

2. The student gives directions in sequence to another student on how to change a bicycle tire.

OBJECTIVE

ACTIVITY

- | | |
|---|--|
| | <p>3. The student writes the directions in sequence for a variety of tasks.
e.g. change a bicycle tire,
wrap a package,
change a diaper,
apply makeup,
take phone messages,
ask for a date,
make a reservation,
cover a book.</p> |
| <p>B4. After listening to an oral presentation the student completes a rating form.</p> | <p>The teacher and students discuss the contents of a rating scale including the following:
The student spoke clearly.
The directions were in logical sequence.
The vocabulary was appropriate.
There was sufficient information to complete the task.
Overall impression.
After listening to an oral presentation, the student completes a rating form.</p> |
| <p>B5. The student speaks naturally and extemporaneously before peers.</p> | <p>1. The student selects a topic of interest or an experience, and presents a two minute talk to the class.</p> <p>2. The student selects a topic of interest from current events, and presents a two minute talk to the class. Note cards may be used as cues.</p> <p>3. Using a teacher prepared interview outline, pairs of students interview each other to gather information for an introduction.
e.g. name,
age,
interests,
address.</p> |
| <p>B6. The student explains and defends opinions or decisions.</p> | <p>1. Through discussion, the teacher elicits the information needed to take a position on a controversial issue.</p> <p>2. The student states the pros and cons of an issue.</p> <p>3. The student chooses a position and defends that point of view.</p> |

OBJECTIVE

ACTIVITY

B7. The student requests information.

1. The teacher leads a discussion in which situations are presented that require a verbal request for information.
e.g. You were absent and you approach a teacher to ask for the missed assignment.
You are in disagreement with the teacher regarding your grade and need to ask for an explanation.
You want to purchase stereo equipment and need to get information from the salesperson.

B8. The student gives geographical directions.

1. Using left-right directions and "land marks" a student directs another student to a place in the building.
2. Student #1 gives student #2 directions to a recognizable place in the community. At the conclusion of the verbal directions, student #2 states the correct destination.
3. The students take turns giving verbal directions to a local shopping center. The teacher records the directions. The group discusses and evaluates the directions for clarity.

B9. The student uses the telephone to request information.

The teacher presents a prepared questionnaire.
e.g. What information is needed?
Which party should be contacted for the information?
The student answers the questions and places the call using the questionnaire to retrieve the information needed.

B10. The student uses the telephone to give information.

The teacher divides the class into two groups. One group receives the homework assignment and the other group uses the telephone to retrieve the information.

B11. The student uses the telephone to report an emergency.

1. The class discusses various emergency situations from their own experience.
2. The teacher displays a chart with the following information:
In Case of an Emergency
Dial "0" for operator.
State "This is an emergency."
Give the nature of the emergency.
Give your location and telephone number.
Give the location of the emergency.

OBJECTIVE

ACTIVITY

B12. The student gives directions to perform a task or job.

Refer to activities in section B3.

B13. The student expresses verbal dissatisfaction of a product or service to a store manager.

The teacher presents a situation for problem solving.

e.g. A record is purchased and when played is found to be warped. The teacher elicits from the student possible problem solving techniques. The teacher leads the discussion incorporating the following information:

- a. Determine what is needed for satisfaction.
e.g. exchange,
refund,
repair.
- b. Present the problem and possible solution to the store manager, in an acceptable manner.

MATHEMATICS

A. NUMBER SENTENCES

<u>OBJECTIVE</u>	<u>ACTIVITY</u>
A1. The student reads word problems and writes the appropriate equation.	<u>Concrete</u> Given a word problem, the student constructs the problem using manipulative materials, and then writes the equations. e.g. Five children have four baseball cards each. How many cards do they have altogether? The student constructs five groups of four cards and then writes $5 \times 4 =$ <u>Transitional</u> 1. Given a word problem, the student draws a visual representation of the problem, and then writes the equation. 2. Given a word problem and cards with corresponding numbers and symbols, the student arranges the cards to form the appropriate equation. <u>Abstract</u> Given a word problem, the student writes the equation.
A2. The student reads the word problem, writes and solves the equation.	See activities for A1.

B. NUMBER SYSTEM

B1. The student reads and writes Roman numerals from one to twelve.	1. The teacher presents a chart with the Roman numerals I - XII and their Hindu-Arabic equivalents. 2. Given a worksheet with Roman numerals, the student writes the equivalent Hindu-Arabic numeral. 3. Reverse the above activity. 4. The student constructs a Roman numeral clock. 5. The student tells the time on a Roman numeral clock.
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C. PLACE VALUE

OBJECTIVE

- C1. The student reads and writes numbers up to the thousand's place; then expands to 10 thousands', 100 thousands', and millions' place.

ACTIVITY

1. Using the following chart, the student writes dictated numbers on the lines provided.
2. Using the chart as a reference, the student writes dictated numbers including zero as a place holder.
3. The student writes dictated numbers without a guide.

MILLIONS

THOUSANDS

		hundreds	tens	ones		hundreds	tens	ones		hundreds	tens	ones
e.g. dictate	9,349	—	—	—		—	—	—		—	—	—
	6,013							'		—	—	—
	5,002							'		—	—	—
	12,658					—	—	'		—	—	—
	12,042					—	—	'		—	—	—
	12,002					—	—	'		—	—	—
	426,347					—	—	'		—	—	—
	426,047					—	—	'		—	—	—
	426,007					—	—	'		—	—	—
	1,527,194					—	—	'		—	—	—
	21,030,003					—	—	'		—	—	—

D. FRACTIONS

<u>OBJECTIVE</u>	<u>ACTIVITY</u>
D1. The student writes equivalent fractions.	<u>Concrete</u> Given pies of equal size cut into halves, fourths, eights, and twelfths, the student discovers through manipulatives, the equivalent relationships among $\frac{1}{2}$, $\frac{2}{4}$, $\frac{4}{8}$ and $\frac{6}{12}$. <u>Transitional</u> Given a worksheet with pictures of the above activity, the student shades in and writes the equivalents. <u>Abstract</u> 1. The teacher demonstrates the method of finding equivalent fractions. e.g. $\frac{1}{2} \begin{matrix} (x3) \\ (x3) \end{matrix} = \frac{3}{6}$ $\frac{3}{6} \begin{matrix} (\div 3) \\ (\div 3) \end{matrix} = \frac{1}{2}$ 2. Given a worksheet with a list of fractions, the student writes equivalent fractions.
D2. The student adds fractions with unlike denominators.	<u>Concrete</u> Given two pies of equal size, one cut in half and the other in fourths, the teacher demonstrates the addition process. <u>Transitional</u> With manipulative materials, the student demonstrates the addition process using equivalent fractions to make like denominators. <u>Abstract</u> Given a worksheet, the student adds fractions with unlike denominators.
D3. The student subtracts fractions with unlike denominators.	Refer to activities in D2 and adapt for subtraction.
D4. The student multiplies fractions.	Given a worksheet, the student completes multiplication problems by multiplying numerator times numerator and denominator times denominator.

OBJECTIVE

ACTIVITY

- | | |
|---|--|
| D5. The student divides fractions. | Given a worksheet, the student computes division problems by changing the $\div$ sign to $\times$ sign and inverting the divisor fraction. The student then multiplies numerator times numerator and denominator times denominator to find the answer. |
| D6. The student adds mixed numbers having unlike denominators. | <ol style="list-style-type: none">1. The teacher displays and discusses a chart listing the steps in the division process:<ol style="list-style-type: none">a. Change unlike denominators to like denominators.b. Add whole numbers.c. Add fractional numbers.d. Reduce answers where possible.2. Given a worksheet, the student computes addition problems following the chart procedure. |
| D7. The student subtracts mixed numbers having unlike denominators. | Refer to activities for D6 and adapt for subtraction. |
| D8. The student multiplies mixed numbers. | <ol style="list-style-type: none">1. The teacher displays and discusses a chart listing the steps in the multiplication process.2. Given a worksheet, the student computes multiplication problems following the chart. |
| D9. The student divides mixed numbers. | <ol style="list-style-type: none">1. Given a worksheet, the student computes division problems by:<ol style="list-style-type: none">a. Changing the mixed number to an improper fraction.b. Changing the $\div$ sign to $\times$ sign.c. Inverting the divisor.d. Multiplying the numerators.e. Multiplying the denominators.f. Reducing the answer. |

E. DECIMALS

OBJECTIVE

- E1. The student divides a one-digit or two-digit decimal into a dividend, holding two or three decimal place value digits.

ACTIVITY

1. Using the chalkboard, the teacher demonstrates moving the decimal point in the divisor and dividend and placing the decimal point in the quotient.
e.g. $2.3 \overline{) 42.63}$
2. The student completes a worksheet of division problems by placing the decimal points in the correct places without computation.
3. The student completes a worksheet of division problems involving decimals.

F. PERCENTS

- F1. The student demonstrates an understanding that percent means hundredth.

1. The teacher presents charts to the student, each with a square of 100 boxes (use large unit graph paper). Each chart has a different number of boxes colored in: 100, 50, 25, 10, 5, 1. The teacher explains that 100 of the 100 boxes represent the fraction $\frac{100}{100}$ or 100%; 50 of the 100 boxes represent the fraction $\frac{50}{100}$ or 50%; 1 of the 100 boxes represent the fraction $\frac{1}{100}$ or 1%.

The teacher writes each equation on the board as it is discussed.

The teacher then presents charts as described above. The student names the fraction and the equivalent percent.

2. The student is presented with graphs as described above, representing different percents. The student writes the fraction and the percent depicted.
3. Given a list of percents, the student writes the corresponding fractions.

OBJECTIVEACTIVITY

F2. The student demonstrates an understanding of the relationship between percents and decimals.

1. The teacher reviews the relationship between hundredths expressed as a fraction and as a decimal.

e.g. $\frac{1}{100} = .01$

2. The teacher demonstrates the relationship between hundredths expressed as a fraction, as a decimal, and as percent.

e.g. $\frac{2}{100} = .02 = 2\%$

3. The teacher presents the same graphs as in F1. The student names and writes the fraction, decimal, and percent depicted on each chart.

4. Given a list of percents, the student writes the equivalent fraction and decimals.

e.g. $25\% = \frac{25}{100} = .25$

F3. The student changes decimals to percents.

1. The teacher displays and discusses the following chart:

Decimal	Think Hundredths	Write as a Percent
0.49	49 hundredths	49%
0.07	7 hundredths	7%
1.00	100 hundredths	100%

2. Given the chart below, the student fills in missing components:

Decimal	Think Hundredths	Write as a Percent
.35		
1.86		
.05		

The teacher uses the above chart to lead the student to discover that, by moving the decimal point two places to the right, a decimal can be converted to its corresponding percent.

OBJECTIVEACTIVITY

F4. The student changes percents to decimals.

3. Given a list of decimals, the student changes them to percents by moving the decimal point two places to the right.

1. The teacher displays and discusses the following chart:

Percent	Think Hundredths	Write as a Decimal
17%	17 hundredths	.17
4%	4 hundredths	.04
100%	100 hundredths	1.00

2. Given the chart below the student fills in missing components:

Percent	Think Hundredths	Write as a Decimal
13%		
7%		
125%		

The teacher uses the above chart to lead the student to discover that by moving the decimal point two places to the right, a decimal can be converted to its corresponding percent.

3. Given a list of decimals, the student changes them to percents by moving the decimal point two places to the left.

F5. The student changes a common fraction to a percent, using division.

1. The teacher writes the fraction $\frac{75}{100}$ on the chalkboard. The teacher divides the numerator by the denominator and explains that the answer (.75) can be converted to a percent by moving the decimal point two places to the right (75%). The teacher demonstrates the above process using the fractions $\frac{3}{4}$, $\frac{2}{5}$, $\frac{3}{10}$, etc.

OBJECTIVEACTIVITY

- F6. The student changes a common fraction to percent, using division, and rounds the answer to the nearest hundredth.
- F7. The student solves word problems involving percentages.
- F8. The student calculates the sale price of an item.
2. The teacher writes a common fraction on the chalkboard. Using the same process, the student changes the fraction to a percent.
 3. Given a page of fractions, the student changes them to percents, using the above process.
 1. The teacher writes the fraction $\frac{1}{3}$ on the chalkboard and the student changes the fraction to a percent. The teacher demonstrates how to round the answer to the nearest hundredth and change the answer to a percent.
 2. Given a page of fractions, the student changes them to percents, using the process demonstrated above.
 1. The teacher demonstrates that the way to find a given percent of a number is to multiply that number by the decimal equivalent of the percent.
e.g. Mr. Jones bought a house for \$60,000. He had to put down a 25% deposit. How much was the deposit?
$$\begin{array}{r} \$60,000. \text{ cost of house} \\ \times .25 \text{ deposited} \\ \hline 300000 \\ 120000 \\ \hline \$15,000.000 \text{ amount of deposit} \end{array}$$
 2. The teacher presents similar problems to the student and they work them through together.
e.g. The Mets played 160 games in one season. They won 75% of the games. How many games did they win?
 3. The student solves similar problems using the processes demonstrated.
 1. The teacher presents the student with a problem involving a sale.
e.g. The regular price of a pair of boots is \$30.00. They are on sale for 10% off the regular price. What is the sale price of the boots?

OBJECTIVE

ACTIVITY

The teacher has the student calculate the 10% discount. The teacher leads the student to discover that the \$3.00 discount has to be subtracted from the regular price to obtain the sale price.

2. The teacher presents similar problems to the student and they work them through together.
3. The student solves similar problems using the processes demonstrated.

F9. The student solves problems involving interest, commission, and tipping in a restaurant.

1. The teacher presents problems involving interest, commission, and tipping.
e.g. \$150,000 is deposited in a savings account. After 1 year, the bank pays 5% interest on the \$150,000. How much is the interest? How much is in the account after the interest has been paid?

Real estate salesmen are paid a 7% commission on all houses they sell. If a house sells for \$63,000, how much is the commission?

Restaurant tips are usually 15% of the bill. If the bill is \$9.00, how much is the tip?

G. MEASUREMENT

Money

G1. The student makes change for amounts greater than \$10.00.

Refer to the Intermediate Level of the Manual, Objective I3. and extend to amounts greater than \$10.00.

Time

G2. The student tells time in two ways.

1. The teacher demonstrates the same time on a digital clock and a conventional clock.

e.g. 1:45
quarter to two

2. Given a digital clock and a conventional clock, the student demonstrates the same time on both clocks.

OBJECTIVEACTIVITY

G3. The student identifies the closest hour when reading a digital clock.

3. Given a worksheet, the student matches corresponding times.

1. The teacher notes that the closest hour is determined by the number of minutes following the hour. If the number of minutes is less than 30, the closest hour is the one shown. If the number of minutes is greater than 30, the closest hour is the next one.

e.g. 1:15 is less than 30, therefore the closest hour is 1:00 o'clock.

2. Given a worksheet of digital clock readings, the student identifies the closest hour.

G4. The student determines the time after the passage of a specified number of hours.

1. The student displays a time on a conventional clock. The student moves only the hour hand to show time changes as a result of addition or subtraction of hours.

2. Given a worksheet, the student draws in hands to show appropriate times.
e.g.

1 hour before	present time	1 hour after
		

G5. The student determines the time after the passage of a specified number of minutes.

Refer to activities in G4. and adapt for minutes.

G6. The student regroups minutes to hours and minutes.

1. The teacher demonstrates that 70 minutes is equal to 1 hour and 10 minutes by moving the hands of a clock.

2. Using the chalkboard, the teacher demonstrates the following example:

70 minutes = 60 minutes + 10 minutes
70 minutes = 1 hour + 10 minutes

OBJECTIVEACTIVITY

3. Using flash cards, the teacher organizes the class into two teams. A card is shown and the first person to convert the number of minutes on the card to hours, scores a point for the team.
4. Given a worksheet, the student solves equations.
 e.g. 70 minutes = 60 min. + ___ min.
 70 minutes = ___ hr. + ___ min.
 80 minutes = 60 min. + ___ min.
 80 minutes = ___ hr. + ___ min.
- G7. The student determines the time after passage of a specified number of hours and minutes.
1. Refer to activities in G4 and adapt for minutes and hours.
2. Using the chalkboard, the teacher demonstrates the regrouping process when adding and subtracting.
 e.g. 9 hours 50 minutes
 + 2 hours 25 minutes

 11 hours 75 minutes =
 (1 hour and 15 minutes)

 12 hours 15 minutes
3. Given a worksheet, the student computes addition and subtraction with regrouping.
- G8. The student solves word problems involving addition with regrouping of hours and minutes.
1. Given a worksheet of word problems and pictures of clocks without hands, students solve word problems by drawing in the hands.
2. Given a worksheet, the student finds answers by computation.
- G9. The student solves word problems involving subtraction with regrouping of hours and minutes.
- Given a worksheet, the student "borrows" 60 minutes from the hour column to solve the problem.
 e.g. 5 8 hours 68 8 minutes
 - 3 hours 20 minutes

 2 hours 48 minutes

OBJECTIVE

ACTIVITY

G10. The student calculates the number of years between a past year and the present year.

The student calculates chronological age by subtracting year of birth from the present year.

H. GRAPHS

H1. The student reads information on a circle graph.

1. The teacher surveys the class to find the four favorite television programs. Based on information given, the teacher constructs a circle graph.
2. Using a circle graph, the teacher demonstrates that by adding all percentages on the circle graph, the total is 100%.
3. Using a collection of graphs obtained from newspapers and magazines, the student reads them to the class. The student lists percentages and adds them to total 100%.

I. METRIC SYSTEM

It is recommended that the metric linear, weight and volume systems be taught in conjunction with standard linear, weight and volume systems.

I1. The student understands the concept of linear measurement.

1. The teacher gives each student a 5 to 10 inch wooden stick. The teacher asks the student to name the stick and writes the name on the stick.
e.g. Weeble

The student measures the length of the desk and states that the desk is 4 "weebles" long.

2. The student measures objects in the room and states the lengths in units of "weebles."
3. The students exchange sticks, measure objects in the room, and state the lengths in the units named on the sticks.

The student recognizes that measurement can be expressed in a variety of unit lengths. The teacher explains that consistency of units for each measurement is important.

OBJECTIVE

ACTIVITY

I2. The student identifies the relationship between meters, decimeters, centimeters, and millimeters.

1. The teacher presents a meter stick that has every ten centimeters painted alternately in yellow and orange. The meter markings show through the paint. The teacher explains that every ten centimeters is called a decimeter and leads the student to discover that there are 10 decimeters in each meter.

2. The teacher displays a chart and discusses the following information:

1 meter = 1000 millimeters
1 meter = 100 centimeters
1 meter = 10 decimeters

10 millimeters = 1 centimeter
10 centimeters = 1 decimeter
10 decimeters = 1 meter

Using the chart as a reference, the student completes a worksheet of metric equivalents.

3. The student measures objects in the room with a meter stick and states the lengths in terms of meters, centimeters and millimeters.

4. The student solves word problems involving meters, decimeters, centimeters and millimeters.

I3. The student identifies the relationship between meters and kilometers.

The teacher displays a chart and discusses the following information:

100 centimeters = 1 meter
1000 meters = 1 kilometer

I4. The student identifies the relationship between miles and kilometers.

1. The teacher presents two maps of the same country, one with distances in miles and one with distances in kilometers. The teacher explains that the mile and the kilometer are both used to measure distances between towns, cities and countries.

2. The teacher presents a conversion chart and the student completes a worksheet using the chart.

OBJECTIVEACTIVITY

I5. Using metric measurements, the student solves problems involving perimeter, area and volume.

The teacher reviews the formulas for perimeter, area and volume. The student uses the formula to solve metric word problems.

I6. The student identifies the relationship between gram and kilogram.

1. The teacher displays a chart and discusses the following information:

1000 grams = 1 kilogram

1 gram = 1/1000 kilogram

2. Using a gram scale, the student weighs objects in the classroom.

3. Using a kilogram scale, the student weighs other students.

I7. The student understands the relationship between liters and quarts/gallons.

Using empty liter, quart, and gallon containers, the student pours liquid from one to the other, noting the comparative relationship among them.

I8. The student reads temperature in units of Fahrenheit and Celcius degrees.

1. The teacher presents a thermometer marked with Fahrenheit and Celcius units. The student places the thermometer into water that is being heated. The student observes that the water begins to boil at 100° Celcius and 212° Fahrenheit.

2. The student places the thermometer into a container of cold water. The container is placed in a freezer. After the water has frozen, the student removes the container and observes that the mercury is at 0° Celcius and 32° Fahrenheit.

3. The student completes a worksheet as follows:

Match the following terms to the appropriate temperature.

body temperature
freezing

boiling water

hot day

cold day

32°	C
32°	F
90°	C
90°	F
-9°	C
15°	F
98.6°	F
37°	C
100°	C
212°	F

OBJECTIVE

ACTIVITY

J. CALCULATOR

J1. The student learns the parts of the calculator.

1. The teacher displays a calculator and explains the different parts.
2. The teacher presents a diagram of a calculator and the student labels the different parts.

J2. The student performs the four basic operations using the calculator.

1. The teacher demonstrates the mechanical process involved for each operation.
2. Given a worksheet with addition, subtraction, multiplication and division problems, the student uses the calculator to solve the problems.
3. Given a worksheet of word problems, the student uses the calculator to solve the problems.
4. Given a worksheet, the student solves problems in the traditional manner and then uses the calculator to check answers.

LIFE SKILLS

LIFE SKILLS

OBJECTIVE

ACTIVITY

A1. The student uses appropriate vocational reference materials to investigate a job.

1. The teacher introduces various vocational reference materials.
e.g. Occupational Outlook Handbook from the U.S. Dept. of Labor
Bureau of Labor Statistics and
Careers Encyclopedia, Dow Jones
Erwin Publishing Company.
2. Given a particular job title and the appropriate reference, the student investigates:
job description
job requirements
job opportunities
salary range
future outlook of occupation
demographic distribution
working conditions
3. Using the above information the student interviews a worker in that field.

A2. The student uses the Help Wanted classified ad section of the newspaper to locate a job.

1. The student brings to class the local newspaper, finds the Help Wanted section, and locates the job title alphabetically.
2. The teacher discusses the vocabulary of want ads, including the following abbreviations:

agency	agcy.
company	co.
excellent	exc.
experienced	exp.
hours	hrs.
high school	H.S.
inexperienced	inexpd.
machine	mach.
manufacturing	mfg.
month	mo.
necessary	nec.
office	off.
opportunity	oppty.
part-time	p/t
post office box	P.O. Box
references	ref.
room	rm.
week	wk.
year	yr.
thousand dollars	k

OBJECTIVEACTIVITY

- A3. The student demonstrates an understanding of appropriate job attitudes and behavior.
3. The student reads the ad and matches the job requirements with personal education, skills, and experience.
4. The student responds to a Help Wanted Ad according to what is specified in the ad.
e.g. responding by letter, role playing, telephone or personal interview.
1. Representatives from various occupations are invited to present employers' expectations for job applications.
2. Given an interview situation, the students interplay employer and applicant. Using a checksheet below, the other students rate the prospective employee.

	<u>Excellent</u>	<u>Very Good</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A. <u>Appearance</u>					
1. Dresses appropriately					
2. Well groomed					
B. <u>Speech</u>					
1. Speaks clearly					
2. Appropriate content					
C. <u>Job Skills</u>					
1. Fulfills requirements					
2. Has experience					
3. Comes prepared					
D. <u>Manners</u>					
1. Displays confidence					
2. Appropriate posture					
3. Is polite					
4. Is enthusiastic					
E. <u>Asks Appropriate Questions</u>					

OBJECTIVE

ACTIVITY

3. After collating the checklists, the students discuss ways to improve job interview performance.
4. Given a situation involving job performance, the student identifies the performance area from the checklist below:

Performance Areas

Time Management
Punctuality/Attendance
Productivity
Organizational Skills
Co-worker relationships
Employer-employee relationships
Responsibility
Ability to follow rules

5. The student predicts consequences of negative performance in the above areas.

A4. The student demonstrates an understanding of the procedures and consequences of leaving a job.

1. The teacher leads the student in a discussion of the various reasons people leave jobs.
e.g. retirements,
resignation,
being laid off,
being fired,
relocating.
2. Given a situation, the student writes a letter of resignation.
3. Given a situation, the student role plays a conference with employer giving notice of resignation, and requesting a letter of recommendation.
4. The teacher leads the class in a discussion of alternative economic and vocational prospects.
e.g. unemployment insurance,
loans,
new employment,
subsidies.

A5. The student demonstrates an understanding of the meaning and implications of simple contracts.

1. Given a variety of simple contracts, the teacher leads the class in a discussion of the terms of contract.

OBJECTIVEACTIVITY

- A6. The student reads and understands the information on a paycheck.
2. Given a simple contract, the student lists the major terms of contract.
 3. Given a simple contract, the student predicts the consequences of breach of contract.
 4. Given a situation, the student writes a simple contract.
1. The teacher presents a variety of sample paychecks and discusses the following vocabulary:
- | | |
|------------|----------------------|
| gross pay | union dues |
| net pay | pension |
| F.I.C.A. | accumulated earnings |
| taxes | insurance |
| deductions | payroll savings |
2. Using a sample paycheck, the student completes a teacher prepared questionnaire relating to the information on the paycheck.
- e.g. What is the social security number?
What is the gross pay?
What is the net pay?
What are the State Taxes?
- A7. The student reads and demonstrates an understanding of information regarding unions.
1. The teacher presents and discusses a variety of union handbooks. The student answers questions based on the material in the handbooks.
 2. The teacher invites union representatives to the classroom to discuss their unions. The students ask the representatives previously prepared questions.
- A8. The student demonstrates an understanding of automobile maintenance.
1. The teacher presents and discusses the following vocabulary:
- | | |
|--------------|-----------------|
| sub-compact | air conditioner |
| compact | brakes |
| intermediate | clutch |
| standard | steering wheel |
| tune-up | upholstery |
| trade in | stick shift |
| test drive | diesel |
| dealer | lube job |
| guarantee | muffler |
| automatic | alignment |
| motor | tire pressure |
| unleaded | radials |

OBJECTIVEACTIVITY

2. The student fills in a sentence completion worksheet using the above vocabulary.
e.g. Most new cars use gasoline.
A car with automatic transmission does not have a .
3. The teacher invites an automobile mechanic to the classroom to discuss automobile maintenance. The students ask the mechanic previously prepared questions.
- A9. The student reads and demonstrates an understanding of car insurance.
1. The teacher leads a discussion on the need for auto insurance, stressing the following vocabulary:
- | | |
|------------|--------------------|
| liability | premiums |
| collision | accumulated points |
| deductable | penalties |
| mandatory | claims |
2. The teacher presents samples of auto insurance forms and the student fills them out.
3. Given a hypothetical auto accident, the student and teacher review and discuss steps to be taken:
notification of accident and the consequences,
police report,
insurance claims report.
- A10. The student locates an apartment at an affordable rent.
1. The teacher leads a brainstorming discussion pinpointing sources of apartments:
community shopper newspapers,
want ads in the newspaper,
bulletin boards in local shops,
realtors,
word of mouth.
2. The student locates the want ad section of the newspaper and selects three listings for consideration. The student rewrites the listings without abbreviations using a teacher prepared vocabulary guide.
3. The teacher invites a local real estate agent to visit the class and discuss apartment rentals, and the concept of affordable rents.

OBJECTIVEACTIVITY

- | | |
|---|--|
| | 4. The student writes seeking an affordable apartment. |
| A11. The student demonstrates an understanding of vocabulary related to housing. | 1. The teacher prepares and discusses a list of common housing terms and abbreviations. The student selects three listings for consideration. The student rewrites the listings without abbreviations, using the guide. |
| A12. The student reads and understands the terms of a lease/rental agreement. | 1. The teacher presents a sample lease/rental agreement and stresses the technical vocabulary it contains.

2. The student and teacher discuss the contents of the agreement and how it will relate to them:
amount of rent
length of lease
date that rent is due
amount of security deposit
early termination of a lease by either party |
| A13. The student reads and demonstrates an understanding of payment provisions and installment procedures of utility companies. | The teacher brings to class a standard utility bill and explains the various options for payment. The teacher leads the students into a discussion concerning consequences of failure to pay. |
| A14. The student reads and demonstrates an understanding of the classified section of the newspaper. | 1. The student brings to class the classified section of the newspaper. The teacher gives the student an item to "buy" and the student locates three ads in the newspaper.

2. The teacher and student discuss the best buy among all ads found by the student. |
| A15. The student uses the telephone directory to find information. | 1. The teacher elicits from the student the information to be sought in the telephone directory:
telephone numbers
addresses
area codes
types and rates of calls
local exchanges
yellow page categories |

OBJECTIVE

ACTIVITY

2. The teacher prepares a worksheet, seeking the kinds of information listed above.
- Note: The New Jersey Bell Telephone Company provides this type of material upon request.
- A16. The student reads and follows manufacturer's instructions for assembly and use of a product.
1. The teacher elicits from the student various common items which require assembly.
2. The teacher checks with the school resource persons for school items that may be assembled in front of the class.
3. The student brings to class a list of household items which require some assembly.
- A17. The student reads and demonstrates an understanding of packaging and clothing labels.
1. The teacher elicits from the student various reasons why reading packaging and clothing labels is important.
2. The student brings in a variety of packaging and clothing labels.
- The student explains the source and purpose of the labels, discussing product content, oddities, or warnings contained therein.
- A18. The student reads and understands guarantees and warranties.
1. The teacher elicits from the student various items which are sold with guarantees or warranties.
2. The teacher makes available samples of guarantees and warranties, accompanied by a worksheet containing questions about the guarantees and warranties. The student reads and answers the questions.
3. The student brings to class sample guarantees and warranties to read and discuss.

OBJECTIVEACTIVITY

A19. The student reads a menu and makes appropriate selections.

1. The teacher makes available suggested menu related vocabulary. The teacher and student discuss unfamiliar words.

appetizer	side orders	grill
soups	gratuity	complete
salads	bartender	baked
sandwiches	hostess	broiled
platters	waiter	fried
lunch	waitress	boiled
breakfast	open-faced	al a carte
dinner	condiments	hors d'oeuvres
vegetables	beverages	complimentary
choice	cocktail	checkroom
entree	juice	tips
main orders	happy hour	tax
		no substitution

2. The teacher and student bring to class a variety of menus.

The teacher and student role play ordering from the sample menus.

A20. The student demonstrates an understanding of how to order by mail.

1. The teacher presents a mail order catalog and duplicated order forms. The student selects an item from the catalog and completes the sample order form.
2. The student selects an item from a newspaper or magazine advertisement and composes a letter containing the following information:

name,	item description,
address,	size,
telephone number,	quantity,
color,	source of
price,	advertisement,
	form of payment,
total cost including taxes and shipping charges.	

A21. The student demonstrates an understanding of basic consumer information.

1. The teacher presents a variety of consumer resources, including magazines, guides and filmstrips. Using the information obtained, the student solves consumer problems.
e.g. Which is a better value: a 12 oz. can of fruit drink priced .49 cents containing 10% real fruit juice, or a 12 oz. can of fruit drink costing .79 cents, containing 90% real fruit juice?

OBJECTIVE

ACTIVITY

- | | |
|---|--|
| A22. The student demonstrates an understanding of the various banking services. | <ol style="list-style-type: none">2. The teacher invites a consumer advocate to address the class. The students ask the advocate previously prepared questions |
| A23. The student demonstrates an understanding of opening and maintaining a checking account. | <ol style="list-style-type: none">1. The teacher presents and discusses the following vocabulary:
savings bonds,
certified check,
cashiers check,
24 hour bank cards,
bank by mail,
checking,
time deposit,
loans,
safety deposit box,
travelers checks.2. The student completes a teacher prepared worksheet by matching definitions to the above vocabulary words.3. The teacher invites a bank officer to the classroom to discuss banking services. The students ask the officer previously prepared questions. |
| A24. The student demonstrates an understanding of opening and maintaining a savings account. | <ol style="list-style-type: none">1. The teacher invites a bank officer to explain personal checking accounts. The students ask the officer previously prepared questions.2. The teacher presents the forms needed to open a checking account. The teacher and student jointly complete the forms.3. The student and teacher complete deposit forms and facsimile checks.4. Given a list of the checks written, the student balances a checkbook and reconciles a bank statement. <p style="margin-top: 20px;">Refer to activities A23 1 and 2.</p> |

OBJECTIVE

ACTIVITY

A25. The student demonstrates an understanding of a vocabulary related to loans.

1. The teacher presents and discusses the following vocabulary to the student:

bankruptcy	principal
truth and lending	interest
credit rating	notes
finance charge	installments
	collateral
	security
	rates
	co-signers
	lien
	private loan
	repossession

2. On a worksheet, the student matches definitions to the vocabulary words.
3. The teacher invites a loan officer to explain loans the student might be interested in securing at a later date.

A26. The student demonstrates an understanding of various types of insurance.

1. The teacher presents and discusses the following types of insurance:
life insurance,
health/accident insurance,
car accident insurance,
property insurance,
liability insurance,
workman's compensation and
unemployment insurance,
F.I.C.A. Federal Insurance Contribution
Act,
Mutual insurance.

2. The teacher invites various insurance brokers to the classroom.
The students ask the broker previously prepared questions.

A27. The student demonstrates an understanding of various types of credit.

1. The teacher elicits from the student various kinds of credit.
e.g. bank charge cards,
store credit,
gas company credit cards,
lay-a-way plan,
revolving charge account.

OBJECTIVEACTIVITY

- | | |
|--|--|
| | <ol style="list-style-type: none">2. The teacher makes available a variety of credit applications. The student and teacher complete sample forms.3. The teacher explains finance charges and computes sample charges.4. The teacher provides a list of purchases and the student selects appropriate method of payment. |
| A28. The student demonstrates an understanding of various payment methods. | <ol style="list-style-type: none">1. The teacher presents and discusses the following vocabulary:
cash,
personal check,
certified check
money orders,
travelers checks,
credit cards,
barter.2. The teacher presents a series of purchases and the student chooses the appropriate method for payment and explains why. |
| A29. The student demonstrates an understanding of the need for budgeting. | <ol style="list-style-type: none">1. The teacher elicits from the student reasons for budgeting.2. The students role play a situation in which it is decided to establish a budget. |
| A30. The student demonstrates an ability to prepare a weekly budget. | <ol style="list-style-type: none">1. The student makes an itemized list of weekly expenses.2. The student compares the total weekly expenses with the total weekly income.3. The student evaluates expenditures as necessary or unnecessary.4. Using a model that shows more expenditures than income, the teacher elicits discussion directed towards learning how to make the proper adjustment.5. Using the results of activities 2,3, and 4, the student makes a personal weekly budget, indicating the necessary adjustments. |

OBJECTIVEACTIVITY

- A31. The student prepares a monthly budget.

1. Given the chart below, the student lists services that are billed monthly, the approximate monthly cost, and the approximate weekly costs.

SERVICES	APPROX. MONTHLY COST	APPROX. WEEKLY COST
N.J. Bell	\$ 60.00	\$ 15.00
PSE&G	160.00	40.00
Entertain- ment	100.00	25.00
Total	\$ 220.00	\$ 80.00

2. The student deposits the total weekly amount in a savings account.
3. Through discussion with the class, the teacher elicits other methods of budgeting.

- A32. The student prepares an annual budget.

1. Given the chart below, the student lists services that are billed annually, the approximate annual cost, monthly cost, and weekly cost.

SERVICES	APPROX. ANNUAL COST	APPROX. MONTHLY COST	APPROX. WEEKLY COST
Health Insurance	\$480.00	\$ 40.00	\$ 10.00
Property Insurance	\$240.00	\$ 24.00	\$ 6.00
Total	\$720.00	\$ 64.00	\$ 16.00

2. The student deposits the total weekly amount in a savings account.

STUDY SKILLS

The Intermediate Level Manual contains essential elements of study skills including organizational skills, transition from class to class, work habits, outlining, using references, and studying.

Many of our school districts have adopted the Cherry Hill Study Skills Program for implementation at grades seven, eight, and nine. The Office of Curriculum and Instruction will be developing additional resources during the 1982-83 school year for use in grades five and six.

It is the recommendation of the Region III Curriculum Committee that special education teachers draw objectives from Course C of the Cherry Hill Study Skills Program.

THE SPECIAL EDUCATION
CORE CURRICULUM MANUAL

COMPETENCY LEVEL

- . Reading
- . Mathematics
- . Life Skills
- . Study Skills

APPENDIX I
SUGGESTED RESOURCE MATERIALS

Region III Special Education
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LEONARD MARGOLIS, DIRECTOR

INTRODUCTION

At the request of many Region III staff members, the Core Curriculum Committee developed an Appendix to accompany The Special Education Core Curriculum Manual, Competency Level. The listing is not a recommendation or endorsement of any product, text, or material, but rather a guide or suggestion in choosing types of educational products needed to implement the Manual's objectives and activities.

The Appendix lists suggested materials in each of the four major subject areas and provides the names and addresses of each publisher. Catalogs for most companies are available at the Region III Office.

COMMUNICATION SKILLS

Reading and Writing Listening and Speaking

Reading and Writing with a Purpose
Real Life Reading Skills
Real Experiences Book
Skimming and Scanning
Basic Thinking Skills-Analogies
Essential Skills Series
Classic Stories for the Reluctant Reader
Building English Skills
Building Language Skills
Language Workshop
Mad-Libs
Reading Road to Writing
Skills and Drills Level B
Triple Takes
Comprehension Crosswords
Comprehension Skills (middle level)
Grammar Practice and Dittoes
Career Communication Series
Vocabulary Building Exercises
Word Study for Improved Reading
Today

Harcourt, Brace and World
Scholastic
Globe
Jamestown
Midwest Publishing
Jamestown
Jamestown
McDougal-Littell
Gamco
Globe
Perfection Company
Globe
McDougal-Littell
Readers Digest
Jamestown
Jamestown
Christopher Lee Publishing
Howard W. Sams, Inc.
Dormac
Globe
Instructional/Communications

Mathematics

Practical Applications in Mathematics
Basic Skills in Mathematics
Meeting Basic Competencies in Mathematics
Consumer Related Mathematics
Consumer Related Mathematics
Your Daily Math
Mathematics For Banking
Mathematics For Everyday Living
Mathematics For Employment
Mathematics For The Worker
Success in Mathematics
Consumer Mathematics
Real Life Skills
Computapes
Computational Skills Development Kit
Consumer and Business Mathematics
Consumer Activities Book
Basic Buying Skills
Survival Math Skills
E.D.L. Math Topics
Dollars and Sense
Making Math Count
Essential Mathematics for Life
Mathematics in Daily Living
Real-life Math
Contemporary Math Program

Allyn and Bacon
Allyn and Bacon
Frank Richards
Harcourt, Brace, and World
Holt, Rinehart & Winston
Mafex Association
Mafex Association
Mafex Association
Mafex Association
Mafex Association
Motivation Development
Rand McNally and Company
Scholastic
S.R.A.
S.R.A.
Simon and Schuster
Harcourt, Brace, Jovanovich
Milliken Publishing Company
J. Weston Walch
McGraw Hill
Scholastic
Globe
Scott Foresman
Steck-Vaughn Company
Hubbard
Contemporary Books

Life Skills

The Work Book - Career Planning
Real Life Employment Skills
Today
Consumer Education Series
Map Skills for Today
The Job Box
Modern Consumer Education
Basic Skills React People Materials
Real Life Survival Skills
Surviving On Your Own
Scope Activity Kit
A Business Of Your Own
Real Life Reading Skills
Reading the Instructions First
The Jobs Book
Learning Skills For Daily Living
Scope Visuals #27 Reading Contracts & Forms
My Job Application File
Job Interview Guide

Butterick Company
Scholastic
Instructional/Communications
Pendulum Press
Xerox Educational Publishers
Pacemaker
Grolier Educational Corp.
Relevant
Life Skills Company
Ideal
Scholastic
Educational Insights, Inc.
Scholastic
New Reader Press
Scholastic
Hampden
Scholastic
Janus
Janus

Study Skills

The Cherry Hill Study Skills Program

Cherry Hill Board of Education

PUBLISHERS NAMES AND ADDRESSES

Allyn & Bacon
Piermont Road
Rockleigh, NJ

Butterick Pub. Co.
161 6th Ave.
New York, NY 10013

Christopher Lee Pub.
Route 1 Box 582 A
Houghton Lake, Mich. 48629

Contemporary Books, Inc.
Chicago, Illinois

Dornac
P.O. Box 752
Beaverton, Oreg. 97005

Educational Insights, Inc.
20435 Tillman Avenue
Carson, Ca. 90746

Frank Richards
P.O. Box 66
Phoenix, NY 13135

Gamco
P.O. Box 1862K
Big Springs, Tx. 79720

Globe
50 West 23rd St.
New York, NY 10010

Grolier Educational Corp.
845 3rd Avenue
New York, NY 10022

Hampden Pub.
Box 4873
Baltimore, Md. 21211

Harcourt, Brace & World
757 3rd Avenue
New York, NY 10017

Holt, Rinehart & Winston
383 Madison Avenue
New York, NY 10017

Hubbard
Box 104
Northbrook, Ill. 60062

Ideal School Supply Co.
Oak Lawn, Ill. 60453

Instructional/Communications Tech.
Huntington Station
New York, NY 11746

Jamestown
P.O. Box 6743
Providence, R.I. 02940

Janus Book Pub.
2501 Industrial Parkway West
Hayward, Ca. 94545

Life Skill Co.
380 Maple Avenue, West
Vienna, Va. 22180

Mafex
90 Cherry Street Box 519
Johnstown, Pa. 15907

McDougal-Littell
P.O. Box 1667-C
Evanston, Ill. 60204

Midwest
P.O. Box 448
Pacific Grove, Ca. 93950

Motivation Dev.
387 View Dr. P.O. Box 427
Bishop, Ca. 93514

New Reader Press
Box 131
Syracuse, NY 13210

Pendulum Press
Saw Mill Road
West Haven, Conn. 06516

Perfection Co.
1000 N. 2nd Avenue
Logan, Iowa 51546

Rand McNally
Box 7600
Chicago, Ill. 60680

Readers Digest
Educational Division
Pleasantville, NY 10570

PUBLISHERS NAMES AND ADDRESSES

Relevant Productions Inc.
1123 Seminole St.
Clearwater, Fl. 33515

Scholastic
904 Sylvan Avenue
Englewood Cliffs, NJ 07632

The Cherry Hill Study Skills Program
Cherry Hill Board of Education
Room 200, Stafford School
Haddonfield-Berlin Rd. (Rt. 561)
Cherry Hill, NJ 08034

Science Research Assoc.
259 E. Erie Street
Chicago, Ill. 60611

Xerox Educational Pub.
1250 Fairwood Avenue
P.O. Box 2639
Columbus, Ohio 43216

THE SPECIAL EDUCATION CORE CURRICULUM MANUAL

COMPETENCY LEVEL

- . Reading
- . Mathematics
- . Life Skills
- . Study Skills

APPENDIX II CONTINUOUS PROGRESS REPORT FORM

Region III Special Education
Administrative Building
162 Knickerbocker Road
Demarest, New Jersey 07627

LEONARD MARGOLIS, DIRECTOR

COMMUNICATION SKILLS

Date
Introduced

Date Partially
Achieved

Date
Mastered

A Reading and Writing

- A1. The student recognizes statements of fact.
- A2. The student recognizes statements of opinion.
- A3. The student discriminates between fact and opinion.
- A4. The student recognizes techniques which influence opinion (propaganda).
- A5. The student varies the rate of reading according to the material.
- A6. The student skims written material for the main idea.
- A7. The student scans written material for specific details.
- A8. The student expands reading vocabulary.
- A9. The student recognizes simple analogies.
- A10. The student recognizes that words represent feelings as well as ideas.
- A11. The student predicts possible endings for stories.
- A12. The student recognizes elliptical sentences.
- A13. The student recognizes and uses compound sentences.
- A14. The student demonstrates an understanding of the vocabulary of literature.
- A15. The student uses the library for recreational reading.
- A16. The student reads the newspaper for information and recreation.
- A17. The student selects the appropriate magazine for information and recreation.
- A18. The student writes a simple resume.

COMMUNICATION SKILLSDate
IntroducedDate Partially
AchievedDate
Mastered

- A19. The student fills out a variety of job applications.
- A20. The student completes various applications.
- A21. The student completes various forms.
- A22. The student writes an organized shopping list.
- A23. The student writes a business letter in application for a job.
- A24. The student writes accurate phone messages.
- A25. The student writes a bill of sale.

B. Listening and Speaking

- B1. The student summarizes essential points of broadcast information.
- B2. The student infers or predicts outcomes from aural environmental cues.
- B3. The student relays aural messages accurately.
- B4. After listening to an oral presentation the student completes a rating form.
- B5. The student speaks naturally and extemporaneously before peers.
- B6. The student explains and defends opinions or decisions.
- B7. The student requests information.
- B8. The student gives geographical directions.
- B9. The student uses the telephone to request information.
- B10. The student uses the telephone to give information.
- B11. The student uses the telephone to report an emergency.
- B12. The student gives directions to perform a task or job.

COMMUNICATION SKILLS

- B13. The student expresses verbal dissatisfaction of a product or service to a store manager.

MATHEMATICS

A. Number Sentences

- A1. The student reads word problems and writes the appropriate equation.
A2. The student reads the word problem, writes and solves the equation.

B. Number System

- B1. The student reads and writes Roman numerals from one to twelve.

C. Place Value

- C1. The student reads and writes numbers up to the thousand's place; then expands to 10 thousands', 100 thousands', and millions' place.

D. Fractions

- D1. The student writes equivalent fractions.
D2. The student adds fractions with unlike denominators.
D3. The student subtracts fractions with unlike denominators.
D4. The student multiplies fractions.
D5. The student divides fractions.
D6. The student adds mixed numbers having unlike denominators.
D7. The student subtracts mixed numbers having unlike denominators.
D8. The student multiplies mixed numbers.
D9. The student divides mixed numbers.

E. Decimals

- E1. The student divides a one-digit or two-digit decimal into a dividend, holding two or three decimal place value digits.

Date
Introduced

Date Partially
Achieved

Date
Mastered

MATHEMATICS	Date Introduced	Date Partially Achieved	Date Mastered
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F. Percents

- F1. The student demonstrates an understanding that percent means hundredth.
- F2. The student demonstrates an understanding of the relationship between percents and decimals.
- F3. The student changes decimals to percents.
- F4. The student changes percents to decimals.
- F5. The student changes a common fraction to a percent, using division.
- F6. The student changes a common fraction to percent, using division, and rounds the answer to the nearest hundredth.
- F7. The student solves word problems involving percentages.
- F8. The student calculates the sale price of an item.
- F9. The student solves problems involving interest, commission, and tipping in a restaurant.

G. Measurement

Money

- G1. The student makes change for amounts greater than \$10.00.

Time

- G2. The student tells time in two ways.
- G3. The student identifies the closest hour when reading a digital clock.
- G4. The student determines the time after the passage of a specified number of hours.
- G5. The student determines the time after the passage of a specified number of minutes.

<u>MATHEMATICS</u>	<u>Date Introduced</u>	<u>Date Partially Achieved</u>	<u>Date Mastered</u>
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- G6. The student regroups minutes to hours and minutes.
- G7. The student determines the time after passage of a specified number of hours and minutes.
- G8. The student solves word problems involving addition with regrouping of hours and minutes.
- G9. The student solves word problems involving subtraction with regrouping of hours and minutes.
- G10. The student calculates the number of years between a past year and the present year.

H. Graphs

- H1. The student reads information on a circle graph.

I. Metric System

- I1. The student understands the concept of linear measurement.
- I2. The student identifies the relationship between meters, decimeters, centimeters, and millimeters.
- I3. The student identifies the relationship between meters and kilometers.
- I4. The student identifies the relationship between miles and kilometers.
- I5. Using metric measurements, the student solves problems involving perimeter, area and volume.
- I6. The student identifies the relationship between gram and kilogram.
- I7. The student understands the relationship between liters and quarts/gallons.
- I8. The student reads temperature in units of Fahrenheit and Celsius degrees.

MATHEMATICS

Date
Introduced

Date Partially
Achieved

Date
Mastered

J. Calculator

- J1. The student learns the parts of the calculator.
- J2. The student performs the four basic operations using the calculator.

LIFE SKILLS

- A1. The student uses appropriate vocational reference materials to investigate a job.
- A2. The student uses the Help Wanted classified ad section of the newspaper to locate a job.
- A3. The student demonstrates an understanding of appropriate job attitudes and behavior.
- A4. The student demonstrates an understanding of the procedures and consequences of leaving a job.
- A5. The student demonstrates an understanding of the meaning and implications of simple contracts.
- A6. The student reads and understands the information on a paycheck.
- A7. The student reads and demonstrates an understanding of information regarding unions.
- A8. The student demonstrates an understanding of automobile maintenance.
- A9. The student reads and demonstrates an understanding of car insurance.
- A10. The student locates an apartment at an affordable rent.
- A11. The student demonstrates an understanding of vocabulary related to housing.
- A12. The student reads and understands the terms of a lease/rental agreement.

LIFE SKILLS

Date
Introduced

Date Partially
Achieved

Date
Mastered

- A13. The student reads and demonstrates an understanding of payment provisions and installment procedures of utility companies.
- A14. The student reads and demonstrates an understanding of the classified section of the newspaper.
- A15. The student uses the telephone directory to find information.
- A16. The student reads and follows manufacturer's instructions for assembly and use of a product.
- A17. The student reads and demonstrates an understanding of packaging and clothing labels.
- A18. The student reads and understands guarantees and warranties.
- A19. The student reads a menu and makes appropriate selections.
- A20. The student demonstrates an understanding of how to order by mail.
- A21. The student demonstrates an understanding of basic consumer information.
- A22. The student demonstrates an understanding of the various banking services.
- A23. The student demonstrates an understanding of opening and maintaining a checking account.
- A24. The student demonstrates an understanding of opening and maintaining a savings account.
- A25. The student demonstrates an understanding of a vocabulary related to loans.
- A26. The student demonstrates an understanding of various types of insurance.
- A27. The student demonstrates an understanding of various types of credit.

LIFE SKILLS

- A28. The student demonstrates an understanding of various payment methods.
- A29. The student demonstrates an understanding of the need for budgeting.
- A30. The student demonstrates an ability to prepare a weekly budget.
- A31. The student prepares a monthly budget.
- A32. The student prepares an annual budget.

STUDY SKILLS

Appropriate objectives should be chosen and added from the Cherry Hill Study Skills Program.

Date Introduced Date Partially Achieved Date Mastered